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ABSTRACT

Licensure standards ensure that the best and most promising candidates receive and retain educator licenses and that the training and professional development they experience contribute meaningfully to this end. These standards also assure that educators have the skills and knowledge needed to support students toward attaining high standards. This publication outlines the Colorado Standards and Approved Program of Professional Education and Professional Development for Teachers and Special Service Personnel, Principals, and Administrators. The knowledge, professional disposition, and performance required in a variety of areas are outlined for each group. For teachers, these areas include: knowledge of content and learning, assessment, democratic ideals, diversity, and communication. For both principals and administrators the areas are setting and modeling standards, leadership, ethics, diversity, personal and professional development, and organization and management. (ND)

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Standards for Colorado Educators

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Preamble

Great educators are the keys to great schools. The State Board of Education has set licensure standards which must be met so that only the best and most promising candidates receive and retain educator licenses and that the training and professional development they experience contribute meaningfully to this end.

In concert with the move to a standards-based system where students demonstrate their skills and knowledge, educator preparation and licensing requirements assure the public that educators have the skills and knowledge needed to support students toward attaining high standards.

The knowledge and performance standards for educators serve as a foundation for the licensure system, from admission to a preparation program through Master Certification. But mastery of knowledge and competent performance are not enough.

Great educators also display dispostions or attributes which contribute to their success. They demonstrate a thirst for knowledge and their own professional development; they hold strong beliefs about the potential for all children and adults to learn and contribute to the school and the community; they are reasoned, consistent and fair in decision making. They recognize their roles in the education endeavor and are confident in their abilities to lead schools into the future.

Standards for the Approved Program of Professional Education and Professional Development of Teachers and Special Service Personnel

The following shall serve as standards for the development of teacher and special services professional education programs and as standards for the ongoing professional development of these educators.

Knowledge of Content and Learning:

School professionals are knowledgeable about their subjects or specialties, are knowledgeable about state adopted content standards and know how to facilitate learning.

School professionals thoroughly understand and can demonstrate skills and competencies in their subjects and specialties. They also know and are able to demonstrate effective strategies that empower students to understand fully these subjects. School professionals understand the discipline specific to their subject: they understand the methodologies that make interdisciplinary learning successful. School professionals recognize how factors such as student background, attitudes, and perceptions about the subject can affect learning.

KNOWLEDGE: The school professional

- understands and demonstrates skills and competency in current theory, research, and practices relating to teaching.

- thoroughly understands, demonstrates skills and competency in and stays current in his or her discipline(s) or areas of specialty.

- carefully considers and demonstrates skills and competency in the selection and teaching of content and understands standards based education.

- recognizes that there are multiple paths to learning and demonstrates skills and competency in teaching students with varying learning styles.

- understands and demonstrates skills and competency in how student attitudes, background, and misconceptions about a subject can affect learning.

- understands and demonstrates skill and competency in the use of developmentally appropriate strategies for teaching the subject and working with students.

PROFESSIONAL DISPOSITIONS: The school professional

- is committed to understanding thoroughly his or her discipline(s).

- understands and can demonstrate skills and competency in the development of student self-esteem and independent life skills.

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RFORMANCES: The school professional

- creates an effective interdisciplinary learning environment that enables students to make full use of their knowledge and skills.
- draws on a wide range of strategies to engage students in learning.
- adapts curriculum materials to the unique learning needs of students.
- integrates new information and appropriate technology into the learning environment.
- uses various resources, such as other school professionals, specialists, paraprofessionals, and parents, to meet the educational needs of all students.
- collaborates with students to create a vibrant learning environment that encourages critical thinking and reflection.
- provides opportunities and methods for in-depth study that match a student's strengths and interests.
- promotes learning experiences relevant to real-life situations and supports attainment of state approved content standards.
- creates an environment in which critical thinking is central and evident.
- helps students learn and test hypotheses within and among specific disciplines.
- collaborates to help all students develop self-esteem, and independent living and problem solving skills, including conflict and crisis management skills.

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Assessment:

School professionals use a variety of assessment approaches to improve learning.

School professionals view assessment as an opportunity to enhance achievement levels and measure performance, as an essential part of the learning process. Assessment provides a continuous opportunity to demonstrate and recognize students' abilities to apply their learning to the complex problems that they will encounter as citizens, family members and workers.

KNOWLEDGE: The school professional

- knows and demonstrates skills and competency in developing standards for student learning.
- knows and demonstrates skills and competency in a wide variety of assessment approaches to evaluate a student's knowledge and capabilities.
- knows and demonstrates skills and competency in monitoring student progress and communicating results using a variety of evaluation approaches.
- understands and demonstrates skills and competency in the selection of assessments and recognizes the advantages and limitations of different assessment instruments.
- knows enough about his or her students and demonstrates skills and competency to ensure that assessment takes into account individual differences.
- understands and demonstrates skills and competency in the design and application of instructional strategies according to the development and motivational levels, interests and preferences and cultural backgrounds of students.

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PERFORMANCES: The school professional

- collaborates with colleagues to establish student performance expectations that are related and consistent across the school setting and are benchmarked against the state adopted assessments.
- collaborates with students to set learning standards that are challenging and attainable.
- assesses learning, using a variety of student products and forms of expression.
- provides regular opportunities for student reflection, peer assessment, and self-assessment.
- monitors student progress.
- uses assessments to verify student achievement.

PROFESSIONAL DISPOSITIONS: The school professional

- appreciates that students change from year to year, and even hour to hour in some settings.
- values the learning that comes from a meaningful assessment of educational progress.
- values students taking an active role in learning, rather than passively watching as the teacher "performs."

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Democratic Ideal: A primary purpose of an educational system is to develop productive citizens. In our society, that means citizens who function in and contribute to a democratic society. School professionals have a special responsibility to help students thoroughly understand our democracy.

In a democracy with compulsory schooling, school professionals have an inherent challenge to provide all students with an excellent education that attends to their needs, backgrounds, and cultural differences and leads to responsible citizenship. To accomplish this, school professionals need to interact with others in the learning community and to ask vital questions regarding practice and policies.

KNOWLEDGE: The school professional

- understands and demonstrates skills and competency in recognizing the school's role in teaching and perpetuating the principles of democracy.

- knows and demonstrates skills and competency in recognizing the impact personal capabilities and limitations have on his or her role in nurturing school renewal in a changing society.

- recognizes statutorily stated and accepted ethical and legal standards and demonstrates skills and competency in applying these standards to the practice of a professional specialty.

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ERFORMANCES: *The school professional*

- exhibits practices which reflect democratic principles.
- creates and sustains democratic learning environments.
- collaborates with other school professionals and the community in the process of school renewal and change.
- relates practices to developing a school community that is a reflection of our democratic society.
- works with prospective, novice, and experienced educators to foster effective learning.
- draws on current research, theory, and other educational opportunities for personal and professional growth.
- acts as a bridge, linking schools, higher education, parents, students, and the community.
- advocates for children, schools, and the education profession.
- examines and reflects upon his or her educational practices and performance.

OFESSIONAL DISPOSITIONS: *The school professional*

- uses a team approach involving parents, other education professionals, and students to reach decisions that meet students' needs.
- uses reflection and inquiry in learning and school renewal and recognizes the value of ambiguity and uncertainty in our world.
- demonstrates an understanding of the importance of educating and behaving in a manner consistent with the principles of a democratic society.
- appreciates humor and is flexible, tolerant and fair.

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Diversity: Our diverse society is composed of individuals with varied experiences, values, and perspectives. The school professional appreciates and works with this diversity and provides opportunities to help students learn.

KNOWLEDGE: The school professional

- knows enough about his or her students and demonstrates skills and competency to teach in a way that takes into account their individual differences.

- knows and demonstrates skills and competency in using a wide range of teaching and special service techniques to match the intellectual, emotional and social level of each student.

- understands how learning occurs and demonstrates skills and competency in using that knowledge to create learning opportunities that help individual students succeed.

- understands and demonstrates skills and competency in recognizing developmentally appropriate behavior as well as the cognitive, communicative, social/emotional and physical needs of students.

- understands and demonstrates skills and competency in engaging students in relevant experiences which foster positive, productive learning.

- understands the effect on students of various systems, such as peers, groups, families, and communities and demonstrates skills and competency in addressing these effects.

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PERFORMANCES: The school professional

- designs instruction so that the individual differences of students are reflected in the curriculum and in the school environment.
- creates opportunities for students to discover who they are and how best to relate to the world around them.
- creates a learning environment that is safe and respectful of students' diverse physical and emotional characteristics and where all students can feel safe taking the risks necessary for learning.
- helps students become self-directed, independent learners.
- asks for colleague and parent assistance, and collaborates in meeting the individual needs of students.

PROFESSIONAL DISPOSITIONS: The school professional

- demonstrates an enthusiasm for teaching all children.
- recognizes that all students have the potential for learning and personal growth.
- has high personal and student expectations.
- values a variety of educational outcomes, including being able to skillfully apply knowledge, think critically and creatively, and to accept responsibility.
- values students as individuals, thinkers, workers and producers.
- is committed to educational methods that accommodate children with special needs.

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Communication: School professionals are effective communicators who draw from a wealth of communication tools and practices to understand and be understood by diverse groups of individuals.

School professionals understand that effective communication is central to all learning and takes place in diverse settings. School professionals use various forms of communication to meet student needs, foster collegial relationships, and to interact with parents and the community.

KNOWLEDGE: The school professional

- understands and demonstrates skills and competency in various ways of communicating, including non-verbal, written, spoken, mathematical, technological and artistic expression.
- understands and demonstrates skills and competency in communicating effectively with students, families, and colleagues.
- understands and can demonstrate skills and competency in utilizing various forms of technology in communication.

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ERFORMANCES: The school professional

- communicates a feeling of respect toward students and adults in words and in actions.
- is articulate, selecting words with clarity and precision.
- communicates effectively in multi-cultural settings.
- listens with the intent to understand.
- communicates regularly with students and parents about student learning, needs, strengths, and progress.
- is able to state clearly positions on educational issues and support them with theory, practice, and research.
- discusses educational issues with colleagues, parents, students, and others.
- communicates excitement and enthusiasm for learning.
- involves all learners in classroom activities.
- uses computers and telecommunications to communicate with students, peers, and the general public.

ROFESSIONAL DISPOSITIONS: The school professional

- is open-minded and receptive to new ideas.
- communicates in sensitive and caring ways.
- respects and values diversity in communication styles.
- recognizes that a diverse student population brings a multi-cultural blend of language patterns to the learning environment.
- recognizes the influence of appropriate dress and deportment on effectiveness as professionals.
- appreciates that the use of available technology is essential in communicating with students, peers, and the public.

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Standards for the Approved Program of Professional Education and Professional Development of School Principals

The following shall serve as standards for the development of principal professional education programs and as a standard for the ongoing professional development of these educators.

The principal models and sets high standards to ensure quality learning experiences that lead to success for all students.

KNOWLEDGE: The ***demonstrate knowledge***

- curriculum and instruction and their relationship to child development;
- ways to critically evaluate models of teaching and instruction;
- methods of assessing student learning and achievement, and program evaluation;
- change processes, strategies and effects.

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PERFORMANCES: The principal must demonstrate that s/he

- leads the school community in the adoption of challenging student performance standards and the development of fair and accurate assessment methods;
- uses data to analyze the current state of student learning and then serves as a catalyst for and manager of needed change;
- expects and coaches effective classroom practices, and supervises and coordinates the instructional program of the school so that all children are successful;
- develops a school climate that promotes learning by all children; and
- understands and demonstrates the use of telecommunications and technology in instruction.

***l must possess and
llowing areas:***

- ocial/emotional and intellectual learning needs of all children;
- academic standards based education as defined by the State Board of Education;
- models of supervision and performance appraisal; and

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The principal leads and supports a school community that is committed to and focused on learning.

KNOWLEDGE: The principal must possess and demonstrate knowledge in the following areas:

- research on and theory of leadership;
- conflict resolution strategies;
- group development and group processes;
- decision making processes;
- culture of the school and community;
- political environment of both districts and individual schools;
- vision-building strategies; and
- communication and human relations.

PERFORMANCES: The principal must demonstrate that s/he

- leads the development of a team that is committed to student learning;
- ensures that stakeholders are involved in decision making;
- empowers teachers, students and parents to be leaders in the school community;
- initiates the involvement of business and non-parent communities in student learning experiences; and
- leads the process of vision building and vision renewal.

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The principal behaves ethically and creates an environment that encourages and develops responsibility, ethics, and citizenship in self and others.

KNOWLEDGE: The principal must possess and demonstrate knowledge in the following areas:

- stages of moral development;
- how to develop an educational philosophy or platform;
- their own personal convictions and the ethical implications of their actions;
- models of moral leadership;
- moral and ethical responsibilities of schools;
- social, economic, and political factors affecting students and society;
- how public schools contribute to a democratic republic in a culturally diverse society; and
- the Colorado and United States constitutions.

PERFORMANCES: The principal must demonstrate that s/he

- examines his or her personal beliefs and articulates educational values which contribute to success for all students;
- matches behavior to educational values and convictions;
- treats all members of the school community fairly, equitably and with integrity;
- promotes moral and ethical responsibility in public schools;
- exercises good judgment and takes responsibility for actions; and
- promotes responsible behavior and citizenship consistent with established principles of conduct as well as those within the Colorado and United States Constitutions.

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The principal recognizes, appreciates and supports ethnic, cultural, gender, economic and human diversity throughout the school community, while striving to provide fair and equitable treatment and consideration for all.

KNOWLEDGE: The principal must possess and demonstrate knowledge in the following areas:

- differences between equal and equitable treatment and consideration;
- social, political and learning implications of ethnic, religious, cultural, economic, physical and intellectual diversity and how those factors influence student success;
- signs and patterns of racism, sexism, discrimination against the disabled and other forms of discrimination, no matter how subtle or unintended.
- characteristics of an infused multicultural curriculum and its implementation;
- how respect for ethnic, religious, cultural, economic, physical and intellectual diversity contributes to a strong nation and a unified and equitable society;
- characteristics of an individualized/adapted curriculum and its implementation;
- how public schools contribute to a culturally diverse society in a democratic republic; and
- applicable state and federal laws, rules and regulations.

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PERFORMANCES: The principal must demonstrate that s/he

- establishes a variety of methods for communicating to ensure input from all stakeholders;
- leads in the development and implementation of curriculum that fosters success for all students regardless of gender, race or disability;
- encourages the implementation of a curriculum that recognizes contributions made by diverse groups and promotes the infusion of multicultural information into daily instruction;
- promotes respect for ethnic, religious, cultural, economic, physical and intellectual diversity;
- promotes a unified school community by respecting diversity and valuing equitable treatment for all; and
- helps others recognize the signs and patterns of discrimination, and leads in the elimination of discriminatory behavior within the school.

The principal is a continuous learner who encourages and supports the personal and professional development of self and others.

KNOWLEDGE: The principal must possess and demonstrate knowledge in the following areas:

- methods of inquiry for reflective practice, including self assessment and problem solving strategies that are useful in critically evaluating outcomes;
- principles of adult learning and how adults are motivated to grow and develop in constructive directions; and
- professional development opportunities for self and others.

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PERFORMANCES: The principal must demonstrate that s/he

- inquires about, reflects on and acts to improve personal performance, the performance of professional and classified staff, and the overall performance of the school;

- recognizes and provides personal and professional development opportunities for the school community that enhance performance quality and personal satisfaction; and

- designs work and work responsibilities so that staff members and parents contribute to overall school improvement and develop a sense of worth and accomplishment.

The principal organizes and manages human and financial resources to create a safe and effective working and learning environment.

KNOWLEDGE: The principal must demonstrate knowledge of

- principles of work and work group organization drawn from the study of organizational behavior;

- how personnel practices and labor-management relations affect quality and justice in the school workplace;

- how constitutional, statutory, common and case law regulate behavior in schools and the community;

- communications, including the use of computers and telecommunications.

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PERFORMANCES: The principal must demonstrate that s/he

- maintains a physically and socially safe environment in the school;
- organizes and coordinates the work of licensed and classified personnel;
- leads effective planning, implementation, review and evaluation processes;
- manages financial resources with efficiency, fairness, and involvement of the school community;
- upholds and applies state laws and district policies while ensuring due process; and
- manages personnel practices, including recruitment, selection, and evaluation, with fairness and legally defensible processes.

ust possess and llowing areas:

- principles of management and marketing;
- theories of budgeting, and methods of accounting and financial control;
- features of a safe and effective working and learning environment; and

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Standards for the Approved Program of Professional Education and Professional Development of School Administrators

The following shall serve as standards for the development of administrator professional education programs and as a standard for the ongoing professional development of these educators.

The administrator models and sets high standards for the learning experiences of all district staff that lead to success for all students.

KNOWLEDGE: The administrator demonstrate knowledge in the

- curriculum and instruction, and their relationship to child development;
- ways to critically evaluate models of teaching and instruction;
- methods of assessing student learning and achievement, and program evaluation;
- change processes, strategies and effects.

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ERFORMANCES: The administrator must demonstrate hat s/he:

➢leads the school community in the adoption of challenging student performance standards and the development of fair and accurate assessment methods:

➢uses and provides data in the analysis of the current state of student learning and then serves as a catalyst for and manager of needed change:

➢brings expert professional knowledge to the district, and supervises and coordinates the programs of the district in order to provide social, emotional, and intellectual success for all children:

➢develops a climate that promotes the belief that all children can learn and succeed, and supports and encourages practices to accomplish this purpose: and

➢utilizes computers and telecommunications in the school district and with the general public.

must possess and following areas:

social/emotional and intellectual learning needs of all children:

academic standards based education, as defined by the State Board of Education:

models of supervision and performance appraisal : and

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The administrator leads and supports a school community that is committed to and focused on learning.

KNOWLEDGE: The administrator must possess and demonstrate knowledge in the following areas:

- research on and theory of leadership;
- conflict resolution strategies;
- group development and group processes;
- decision making processes, including site-based management;
- culture of the school and community;
- political environment of both districts and individual schools;
- vision-building strategies;
- collaborative work skills;
- communication and human relations;
- boardsmanship and team leadership;
- policy and governance;
- community relations;
- organizational management;
- legal aspects of school administration;
- legislative processes; and
- budgeting/resource management.

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PERFORMANCES: The administrator must demonstrate that she/he:

- leads and supports teams that are committed to student learning;
- ensures that stakeholders are involved in decision making;
- empowers other administrators, teachers, students and parents to be leaders in the school community;
- initiates the involvement of business and non-parent communities in district endeavors;
- leads and supports the process of vision building and vision renewal; and
- ensures the day-to-day operations and management of the organization through adherence to policy and sound governance practices.

The administrator behaves ethically and creates an environment that encourages and develops responsibility, ethics, and citizenship in self and others.

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KNOWLEDGE: The administrator must possess and demonstrate knowledge in the following areas:

- stages of moral development;
- how to develop an educational philosophy or platform;
- their own personal convictions and the ethical implications of their actions;
- models of moral leadership;
- moral and ethical responsibilities of schools;
- social, economic, and political factors affecting students and society;
- how public schools contribute to a democratic republic in a culturally diverse society; and
- the Colorado and United States Constitutions.

PERFORMANCES: The administrator must demonstrate that s/he:

- examines his or her personal beliefs and articulates educational values which contribute to success for all;
- matches behavior to educational values and convictions;
- treats everyone fairly, equitably and with integrity;
- understands the moral and ethical responsibility of public schools;
- promotes the ideals of our democratic republic and understands how public schools contribute to a culturally diverse society;
- exercises good judgment and takes responsibility for actions; and
- promotes responsible behavior and citizenship consistent with established principles of conduct as well as those within the Colorado and United States Constitutions.

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The administrator recognizes, appreciates and supports ethnic, cultural, gender, economic and human diversity throughout the school community, while striving to provide fair and equitable treatment and consideration for all.

KNOWLEDGE: The administrator must possess and demonstrate knowledge in the following areas:

- differences between equal and equitable treatment and consideration;
- social, political, and learning implications of ethnic, religious, cultural, economic, physical and intellectual diversity and how those factors influence student success;
- signs and patterns of racism, sexism, discrimination against the disabled and other forms of discrimination, no matter how subtle or unintended;
- characteristics of an infused multicultural curriculum and its implementation;
- how respect for ethnic, religious, cultural, economic, physical and intellectual diversity contributes to a strong nation and a unified and equitable society;
- characteristics of an individualized/adapted curriculum and its implementation;
- how public schools contribute to a culturally diverse society in a democratic republic; and
- applicable state and federal laws, rules and regulations.

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PERFORMANCES: The administrator must demonstrate that s/he:

- establishes a variety of methods for communicating to ensure input from all stakeholders;
- leads in the development and implementation of curriculum that fosters success for all students regardless of gender, race or disability;
- encourages the implementation of a curriculum that recognizes contributions made by diverse groups and promotes the infusion of multi-cultural information into daily instruction;
- promotes respect for ethnic, religious, cultural, economic, physical and intellectual diversity;
- promotes unified school communities and district by respecting diversity and valuing equitable treatment for all; and
- encourages sensitivity to the signs and patterns of discrimination and leads in the elimination of discriminatory behavior within schools and the district.

The administrator is a continuous learner who encourages and supports the personal and professional development of self and others.

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KNOWLEDGE: ***The administrator must possess and demonstrate knowledge in the following areas:***

- methods of inquiry for reflective practice, including self assessment and problem solving strategies that are useful in critically evaluating outcomes;
- principles of adult learning and how adults are motivated to grow and develop in constructive directions; and
- professional development opportunities for self and others.

PERFORMANCES: ***The administrator must demonstrate that s/he:***

- inquires about and reflects on personal performance, the performance of professional and classified staff, and the overall performance of schools and the district;
- recognizes and provides personal and professional development opportunities for school communities and the district that enhance performance quality and personal satisfaction; and
- designs work and work responsibilities so that staff members and parents contribute to overall school and district improvement and develop a sense of worth and accomplishment.

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The administrator organizes and manages human and financial resources to create a safe and effectiv working and learning environment.

KNOWLEDGE: The administrator must possess and demonstrate knowledge in the following areas:

- principles of work and work group organization drawn from the study of organizational behavior;
- principles of management and marketing;
- how personnel practices and labor-management relations affect quality and justice in the school workplace;
- theories of budgeting, and methods of accounting and financial control;
- how constitutional, statutory, common and case law regulate behavior in schools and communities;
- features of a safe and effective working and learning environment; and
- communications, including the use of computers and telecommunications.

PERFORMANCES: The administrator must demonstrate that s/he:

- maintains a safe environment in the school;
- organizes and coordinates the work of certified and classified personnel;
- leads effective planning processes;
- manages financial resources with efficiency, fairness, and involvement of the school communities and district;
- upholds and applies state laws and district policies while ensurin due process; and
- manages personnel practices including recruitment, selection, an evaluation with fairness and legally defensible processes.

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